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Critical Inquiry and Multiliteracies in a First-Grade Classroom

Primary children can use a range of tools, including technology, to engage in critical inquiry and pursue significant concerns in their lives, hoping to make a difference in the world.

It is late August and, after ten years of teaching another grade, I am as nervous as the six-year-olds who enter my classroom loaded down with their supplies, so wary of me and the space they edge into. After they find their desks with names displayed prominently, I let them know that they have choices: I point out the classroom library and show them the paper they can use with their new markers and crayons. I announce that the four computers against the wall are open game—something my colleagues said I should not do as the children wouldn't be ready. Cecilia, Steven, Kathy, and Kenny rush to them and, without asking a question, begin to explore. I see now that my new students have come to school with more than the required supplies. I see that they are "ready" for more than I have prepared over the summer. How much more do they know than my students ten years ago? What happens if I don't have the abilities to address their contemporary needs? Teaching them to read and write must mean more now than just following the curriculum and using leveled texts.

[Mary Brennan]

This year was about transformations in Mary's first-grade classroom—for theory, curriculum, kids, and teacher. It was a year filled with opportunities to design and redesign literacy learning and to understand more deeply how transformation occurs. Mary teaches in a suburb of Chicago where the demographics have shifted from rural to a more urban, multiethnic community in which a variety of languages and cultures are represented. She knows, however, that the make-up of her school district is not the only thing to change. The twenty-first century has brought with it complex social and economic changes that seem to illustrate the notion of "globalness"; the effect is to decrease the size of the world while increasing its diversity. Ten years ago, Mary based her teaching on theories of whole language and emergent literacy (Crafton, 1991; Goodman, 1986; Harste, Woodward, & Burke, 1984; Teale & Sulzby, 1986). Today, while recognizing that these foundational theories are still

relevant, she knows they must be expanded and deepened, taking into account her contemporary learners and the critical needs of the world outside the boundaries of a first-grade classroom.

The coauthors of this article are literacy educators with a personal and professional history; Mary teaches first grade; Linda and Penny are teacher educators. They have worked on and off together in various capacities for about 20 years. The experiences they share here resulted from their intentional and intense study of how new definitions of literacy could be used with young learners to prepare them for a future that would inevitably require complex uses of language and other cultural tools within demanding social environments. Working collaboratively for over a year, their thinking significantly influenced Mary's reflection on and reshaping of her pedagogy as she developed practices in her own classroom to support her first graders in their multimodal and critical explorations (Brennan, 2006).

This article is about our professional community of practice during our study of multiple, twenty-first century literacies and how it influenced Mary's teaching identity and her views on the purposes of education. Its primary focus is on the children and how they came to use a range of tools, including technology, to engage in critical inquiry and pursue significant concerns in their lives, hoping to make a difference in the world.

CRITICAL INQUIRY AND A PROFESSIONAL COMMUNITY OF PRACTICE

During the 2004–2005 school year, we came together to form a community of practice to study existing and new social theory in literacy learning and its potential for democratic curriculum and pedagogy. The dominating influence on our professional inquiry was John Dewey, who helped



First-graders expand their use of computers to respond to an authentic situation.

us understand that learning is inherently social and that people “learn as they do” while engaged in meaningful work (Dewey, 1938). Vygotsky (1986) highlights the social use of language as the very foundation of learning itself. His (1978) concept of a zone of proximal development has helped teachers understand that by recognizing students’ potential for learning and providing support beyond what the students are able to do on their own, teachers can make learning strategic and visible, providing meaningful collaborative interactions with students as they successfully accomplish a task. Contemporary theorists (e.g., Edelsky, 1996, Fairclough, 1989, Freire, 1970, Gee, 1992, Kress, 2003) helped us retheorize narrowly framed definitions of literacy to include a broader perspective that recognizes the ways literacy learning is connected to relationships of language and power that examine the sociopolitical subtexts inherent in all literacy acts.

In 1991, in an effort to broaden traditional connotations of apprenticeship, Lave and Wenger introduced the idea of communities of practice into the sociocultural literature. As these theorists point out, communities of practice are everywhere; we live our lives in multiple, overlapping groups that are defined by our participation in them: families, religious organizations, book or film clubs, athletic teams, political groups, etc. As people pursue a shared interest or “enterprise” over time, practices unique to that endeavor are generated and members of the community construct particular identities within it. Wenger (1998, p. 56) states that participation shapes not only

our experience and competence, but the community as well; participation in practice not only becomes a part of what we do, it becomes a part of who we are.

Learning and increased competence are an important part of what happens within any community of practice. As new learners enter an existing practice (e.g., babies are born into families, a person enters an existing book club, a student comes into a classroom in the middle of the year), they must rely on more experienced members to assist them in their understanding of what the community is about, and to help them become familiar with its history, artifacts, cultural tools, and specific kinds of talk. Power relationships, then, are an inevitable component of developing and existing communities, and thus carry with them the

possibility of exclusion or silencing.

We entered our professional inquiry with two goals: to form a community of practice that would help us more deeply understand the key dimensions of the twenty-first century literacy needs of young children, and to effectively construct a similar learning environment in Mary’s classroom. We saw the notion of communities of practice as a path toward making more explicit the nature of activities that produce knowledge useful in real-world settings.

Our first major collaborative reading was *A Pedagogy of Multiliteracies* (New London Group, 1996). In this text, the authors attempt to broaden a historically restricted view of literacy to include not only conventional reading and writing, but digital literacy, visual literacy, and critical literacy. They maintain that using a multimodal, multiliteracies lens to inform pedagogy will simultaneously provide access to the language of work, power, and community and nurture the critical engagement that is necessary for students to “design their social futures.”

Our community of practice began to take on a predictable structure: each Tuesday, Linda and Penny joined Mary in her classroom to observe, to audio- and videotape classroom engagements, and to interact with students. At lunchtime, we would talk about what we had observed, raise new questions, and discuss specific learners. We would meet again after school and on into the evening to discuss professional literature, connect theory and practice,

deepen our own understandings, and do the work of redesigning the old and creating the new. We used the tools of the twenty-first century in support of our own practice. Databases like Questia, an online professional library, and professional organizations like NCTE supplied us with continuous resources for professional learning. We reflected through oral discussions and electronic journals, and these reflections informed our weekly lesson plans—one week we would explore the whole of multiliteracies; the next, we might focus solely on visual or critical literacy or how to use the computer to support inquiry and social learning. Each topic became an opportunity for redesigning instruction in Mary's classroom.

From the beginning of our work, Mary pushed theory/practice relationships with her questions: "But what does this mean for first grade?" "What does it mean to create communities of practice in the classroom?" "What about multiple literacies, particularly critical literacy with six-year-olds?" "How can I help my students use technology and other modes of learning in more meaningful and complex ways?"

Technology comprises a huge resource for contemporary learning. In many elementary classrooms, however, one or two computers sit in a corner of the room, used by the teacher to send and receive email messages. Only occasionally are the computers used by students, usually to look up something on the Internet or to practice skills using educational software. Many teachers adopt programs such as Accelerated Reader and basal software (e.g., Wiggeworks, Scholastic) as a means to enhance their students' technology skills. Leu (Leu, Castek, Henry, Coiro, & McMullan, 2004) cautions, however, that this kind of narrow pedagogical focus does little to develop "the essential skills, strategies, and dispositions that define the new literacies" (p. 23).

Each Tuesday morning when Penny and Linda joined Mary's classroom to observe and interact with the students, there was new evidence of the application of ideas from the intense discussions the week before. Mary began to choose a different kind of literature to share; books like *Piggybook* (Browne, 1986) and *Ruby's Wish* (Bridges, 2001) provided opportunities to question women's roles and the treatment of girls in different social settings, including their own school playground. She introduced images from books, newspapers, and web-

"Why do you think the photographer chose this particular picture? Why do you think it's on the front page of the paper right now, in December, right before the holidays?"

sites and allowed time to explore them—their use of color, position on the page/screen, the author's intended message. She began to look for ways to use the computers in her classroom for communication purposes and became more sensitive to the power structures surrounding the use of technology in her classroom as boys tended to be the experts and girls the learners.

In December, when Mary found a compelling article in a local newspaper about an elderly woman being forced from her home, she felt the time was right to enact many of the ideas our small group had been discussing. Once she brought the problem to her students' attention, it became the most sustained critical inquiry of the year.

GRANDMA RUTH BRINGS CRITICAL INQUIRY TO LIFE

Mary gathered all 25 of her first-graders around her so they could have a close look at Grandma Ruth's face gazing out at them from the front page of the newspaper. "What do you notice about this picture?" Student responses varied from "She looks very old and sad" to "Maybe she needs help. Maybe the photographer wants people to help her, so he made her look like she was staring at us, wanting us to talk to her." Mary continued asking more critical questions: "Why do you think the photographer chose this particular picture? Why do you think it's on the front page of the paper right now, in December, right before the holidays?"

This was not the first time Mary's students had been asked to consider decisions made by a photographer or illustrator. Their early responses to pictures focused on how the picture looked. Over time, the students came to understand that there was a purpose and perspective behind each story, picture, or illustration and that, like language, images embody messages regarding underlying power relations (Janks, 2002). Part of our collective learning as teachers had been focused on visual literacy and how over the past decade, images have assumed more prominence in text displays of all kinds. Many language and literacy researchers (Halliday, 1975; Harste, Woodward, & Burke, 1984; John-Steiner, 1985) have shown that any instance of language always involves more than just language and that multimodal and multimedial representations are filled with power and bias (Dyson, 2001). Kress (1995)

notes that written language is no longer the dominant mode in school texts and texts of popular culture, and that computer-based texts easily integrate and animate images. Siegel (2006) reminds us that in the new millennium, language usually works closely with multimodal forms of communication to extend meaning and social relations.

Through the use of children's literature, Mary had been moving these insights into her classroom. Students were learning to read images in an integrated, multimodal fashion—an implementation Vasquez (2003) calls the multimodal principle, in which “meaning and knowledge are built up through various modalities,” including images, texts, symbols, and interactions (p. 124). As Mary's class continued to consider Grandma Ruth's picture, Karen suddenly said in a soft voice: “Does that say they can kill me first?” There were audible gasps from many of the other children as they read and confirmed the headline. Mary turned their attention to a process that was now familiar: “Why do you think the journalist chose those words?” “What was she trying to do by writing a headline like that?” “Did it work?”

Critical literacy had been an important part of our professional inquiry during the months prior to the introduction of the Grandma Ruth article. While Linda and Penny brought experience and commitment to critical literacy into the professional group, it was new to Mary, and the concept intrigued her. We explored the research (e.g., Comber, 2001; Dyson, 2003; Vasquez, 2004). We read classroom narratives, like Vivian Vasquez's conversations and projects in “*Getting Beyond 'I Like the Book'*” (2003), demonstrating young children's ability to examine, analyze, and take action to change situations perceived as unfair or unjust. We considered a range of definitions and questions to help us focus the application of complex constructs for young learners. We kept coming back to the idea that, consciously or unconsciously, when writers write and artists create, they include certain values and perspectives on the world and exclude others. Communicating only a slice of how events and people are perceived shapes thinking and action in ways that can be damaging to others: uncovering messages that effectively oppress people or position them as “less than” is at the heart of critical literacy. Van Sluys (2005) puts it this way: “Critical literacy is social: disrupting the status quo, questioning, studying taken-for-granted assumptions, acting for change. It is reading the world and taking action” (p. 9).

Trade Books That Support . . .

Critical Literacy

Amazing Grace by M. Hoffman
Fly Away Home by E. Bunting
The Lady in the Box by A. McGovern
Music of Dolphins by K. Hesse
No, David! by D. White
Oliver Button Is a Sissy by T. DePaola
The Piggybook by A. Browne
Ruby's Wish by S. Bridges
Three Cool Kids by R. Emberley
William's Doll by C. Zolotow

Visual Literacy

Black and White by D. Macaulay
The Color of Home by M. Hoffman
Heckedy Peg by A. Wood
If You Listen by C. Zolotow
My Beautiful Child by L. Desimini & M. Mahurin
The Polar Express by C. Van Allsburg
Round Trip by A. Jonas
The Salamander Room by A. Mazur
Sky Tree by T. Locker
Where Are You Going, Manyoni? by C. Stock

Key to our practical definition of critical literacy was the notion of text analyst (Luke & Freebody, 1999)—a role readers/viewers can assume as they interrogate the choices of language and image and how those choices privilege certain viewpoints. Early in our first year as a community of practice, we tackled our own understanding of which core questions seemed reasonable to ask first graders in helping them to develop the role of text analyst in their reading/viewing. As we revisited this throughout the year, we settled on four questions that were posed repeatedly during read-alouds and while looking at images/pictures from books and websites:

- Whose voices do we hear? Whose voices are absent?
- What does the author/illustrator want you to think?
- What are other ways to think about the same idea (topic, event, situation)?
- Who might need help to make the situation more fair (just, democratic)?

Grandma Ruth's situation provided the first real-world impetus for an extended exploration of democratic values and critical literacy. Students became immersed in her story from the first article in December and sustained their interest in those that followed throughout the year. They discussed the many issues and questions connected with her plight: Why didn't the neighbors help more or, on the other hand, why were they so tolerant for so long? What decision would the judge make? How could we, as citizens, provide help? They often asked Mary to reread sections. Each time she did, Mary reminded her students that authors create text with a purpose in mind—why was this part included? What else could have been in the article that the journalist decided *not* to put in?

As Mary continued to talk with her first-graders about the many perspectives of those involved, they chose to role-play her story, assuming the parts of Ruth, the neighbors, interested citizens, and the judge. As they put language to these perspectives, Mary pointed out how the balance of power shifted with specific words, volume, and even time allowed on "stage" (Brennan, 2006). Mary helped students see that the story represented more than just saving an elderly woman's home; it was also a story of power and justice. Two weeks later, when students learned that a follow-up article had been published, Mary didn't have to call everyone to join her on the rug. They were there waiting.

TECHNOLOGY FOR A PURPOSE

In January, the second article about Grandma Ruth discussed a solution: a developer wanted to build several homes on her land, reserving one of the homes for Grandma Ruth. At first, the students were excited; Grandma Ruth would have a new home! Problem solved! However, Mary began to question the "solution" and carefully led her novice citizens to see that, perhaps, this benefited someone other than Grandma Ruth. Penny mentioned her concern that a developer would get money for selling these homes when, in fact, a share of that money should have gone to Grandma Ruth, since it was her land. By raising these critical issues, Mary helped her six- and seven-year-olds understand that Grandma Ruth's voice was being silenced. They began to raise questions echoed in the adult population regarding the law of

eminent domain: How could a company build on land that belongs to someone else? Why could an individual's rights be ignored in a democracy that proposed to protect them? Most important, they wondered, what could they do to respond to something that seemed so unjust as an elderly woman having her home taken away?

The desire to support Grandma Ruth led to students' interest in using the computers in new ways. At the beginning of the school year, the use of the computers and other technology for genuine learning was a mystery to Mary. In the absence of a meaningful alternative, she took a colleague's advice and temporarily gave the students access to a phonics software program. With large black earphones covering their small ears so they wouldn't disturb anyone else, individual students took turns practicing reading skills. As Mary, Linda, and

Mary helped students see that the story represented more than just saving an elderly woman's home; it was also a story of power and justice.

Penny expanded their reading and thinking regarding social learning theory, multimodal learning, and multiliteracies, the headphones came off; the first-graders began to gather in front of the monitors, taking turns

with the mouse, talking and negotiating, and making technology decisions together.

Carmen Luke's writing (2000) helped us consider the advantages of having computer-mediated access to other people that would allow us to conduct the business of everyday life (p. 79). However, as Mary opened up the social space of the computers, it was the first graders' physical access to each other that was immediately noticeable. Like magnets, they quickly moved their chairs the short distance from one computer to another so they could partner, talk, and problem-solve with the new programs Mary introduced (e.g., Kidpix and Kidspiration). In a sea of language ("Google it," "Click here," "You have to download first," "Bookmark it," "What's the Web address?" "Where's the homepage?" and "Look on the desktop"), these young learners were engaging in "a blend of print text, sound, and graphic imagery: a hybrid of the language of the book and the language of computer technology" (Luke, p. 83). Without missing a beat, the children were using digital language, understanding the new terminology and multimodal opportunities for communicating through digital literacy. Now, they were just a short step away from using technology to raise their voices in support of an elderly woman fighting for her home.

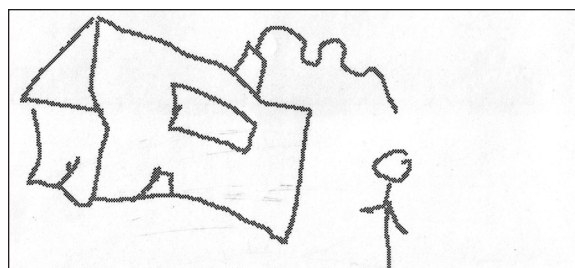
Mary notes that it was not so much that she *taught* the children how to use the programs as it was that she provided access and the recognition that, while some were novices, many of them were “oldtimers” (Wenger, 1998). The more experienced students were happy to scaffold the learning of their less-experienced peers when their expertise was needed, but were just as accommodating when they didn’t know the answer and needed to collaborate their way toward a solution. When Mary organized the small communities of practice around her classroom computers, she was careful to include students in each group who represented a range of digital comfort and competence as well as a gender balance, given the gender issues that were prevalent in relation to technology in her classroom. Pleas of “I need help” from any one student were countered with: “Maybe someone in your group can help you.” It wasn’t long before the students consulted members of their “tech” group for assistance before

they sought the teacher. Mary made it clear that the purpose of their group enterprise was to become more computer literate in the service of meaningful communication.

Students talked about how citizens share opinions with the newspaper and decided to send a message of support to Grandma Ruth. Kenny voiced everyone’s thoughts when he said, “We love Grandma Ruth and we care.” So students created their multimodal messages. Steven and Barney immediately went to the computer to create a picture and write their thoughts. Kianna and Ellie chose to draw a picture with Christmas lights on Grandma Ruth’s home to make her feel “warm and happy.” Lizzie voiced her opinion with words so simple and powerful, “Grandma Ruth should have a choice!” (For additional student work related to this inquiry, see Figure 1.) Students recognized that their shared responses gave a strong message of support and care.

She shode keep her home.
She has know plas to stae.
She shode get money for the
land. It's her land.

love and care
we wish you had your home
We care
Not fair to you



Let her kepe it or give the mony to her. The
Gevmet said to rek it. Pipoale shode hlp her.

January 2005

Dear Ms. Spak,

We are a first grade class at XXXXX Elementary School in XXXXX. We have been following your stories about Grandma Ruth Molenkamp. In Social Studies we have learned about needs and wants. We understand that a home is a basic need for Grandma Ruth. We also understand that basic needs for all of us include love and care. We want to send a message to Grandma Ruth that we care about her problem.

We are also learning about what it means to live in a democracy and the responsibilities of being good citizens. We are wondering why Grandma Ruth isn’t being given a **choice**. Why will she get a new house if she wants her old one? Why is a developer going to build her a new house and build other houses on **her** land? It seems like all those houses should be hers. It seems like a big problem. We do think it’s a good thing that people are trying to help. We are hoping that people really listen to Grandma Ruth and care about her. We do!

Sincerely,

Mrs. Brennan & the 1st-grade class in Room 17

Figure 1. First-grade students used multiple literacy approaches to respond to the plight of a local woman.

Mary took digital photos of all the personalized messages, linked them together in a PowerPoint presentation for her students, and used them to spark discussion and reflection. Then, she sent it to the newspaper, along with a letter to the author of the original article, Kara Spak. A reply came the next week thanking the class for their responses, assuring them that Grandma Ruth received their messages, and reminding them to be proud that they exercised their rights and responsibilities as good, caring citizens. The author let them know the date of the next article, and gave her e-mail address for further correspondence from the class. (See Figure 2.)

When the third article appeared in March, 2005, the students were frustrated that the problem had not yet been resolved. Their engagement with Grandma Ruth had left its mark and their interest was still intense. In April, when the class was reading local newspapers and discuss-

ing the universal problem of homelessness in light of the closing of area shelters, discussions again returned to Grandma Ruth's plight and speculation about what was happening to her. Rachita suggested that some of the students email the paper to find out, so she, Lizzie, and Julia composed a letter (see Figure 3). We noted that the students were now positioned differently—from children in a first-grade classroom to citizens engaged with matters of public life.

Gentle questions and discussions in our professional community of practice opened up opportunities for Mary to change her use of computers. After all, we realized, computers (and other electronic technology) can be incorporated into various teaching approaches and contribute to multiple pedagogical goals, just as more traditional learning tools can. Earlier in the year, Mary's use of computers was more traditional, as evidenced by computerized worksheets where

students had on headphones and worked independently to navigate simple phonics programs. As Mary's theoretical understandings expanded, she transitioned many parts of her curriculum, including the students' use of technology. The computer became a tool for communication and shared problem solving as students eagerly composed letters and awaited responses.

TRANSFORMING PRIMARY CLASSROOMS AND THE ENTERPRISE OF TEACHING

The term "transformation" carries with it the expectation of bigness—not just change, but major, multifaceted change. Now deep into our second year of study, we believe the term applies to much of what we have learned. Vygotsky (1978) argues that in appropriating the resources of the culture through participation in social action and interaction, the individual both transforms those resources and is transformed in the process. This statement connects to our professional community of practice, the community(ies) of practice in Mary's class, and the extended participation in multimodal work specifically related to Grandma Ruth as well as many other areas of Mary's curriculum. What

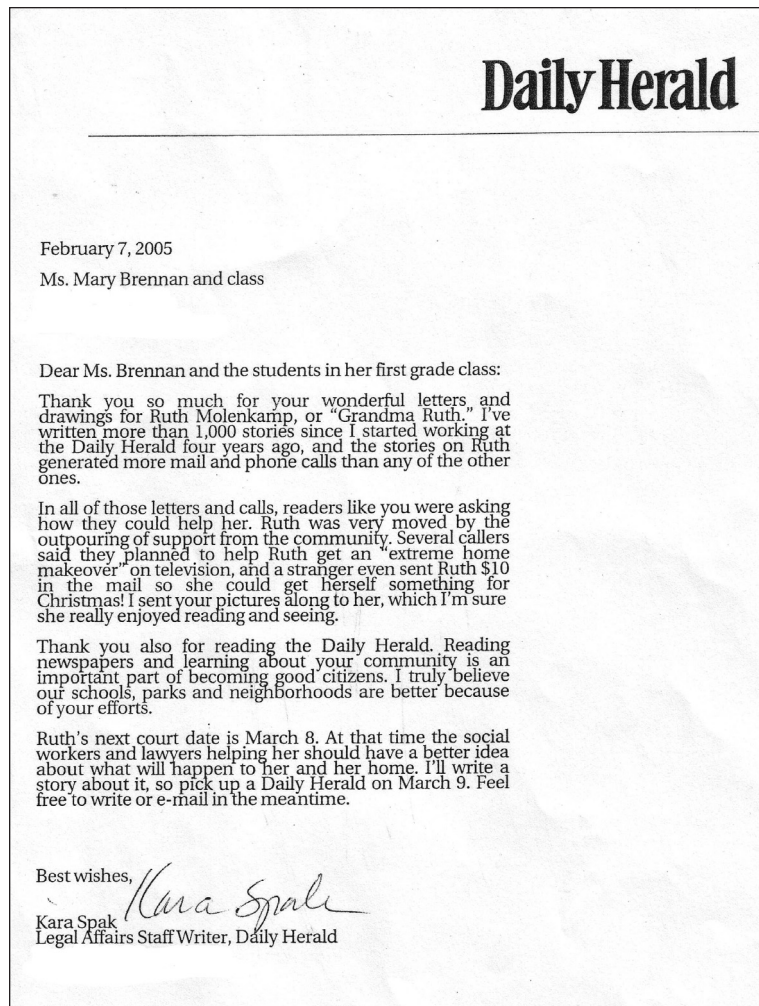


Figure 2. A local journalist responds to the children's efforts.

E-mail correspondence: Friday, May 13, 2005 1:35 PM

Dear ms.spak

We wonder what is happening with grandma ruth? Is she getting a new house? Are her neighbors helping her clean her house? Is she going to have a choice to pick her house?

Please write back if you can.

Love,

Rachita, Julia, Lizzie & Mrs. Brennan's class

And our response: Tuesday, May 17, 2005 1:53 PM

Dear Rachita, Julia, Lizzie, and all the other first-grade students:

Thank you for the e-mail. If you haven't read anything recently in the *Daily Herald* about Ruth Molenkamp it's because nothing really new has happened. I still talk to Ruth about every other week to check in on what's going on. She says hello to all of you.

Ruth is still living at her home in XXXXXXXX, though the village and a judge in Chicago are working to find a better, cleaner place for her to live. That might mean that she moves for a year but comes back to live in a new house on her land. But that is not definite at this point and a lot of things could change. She is still worried about where she will end up. I will definitely write about the ending of this story, whatever that ending might be.

Her friend and social worker Linda visits her at least once a week and talks to her every day to make sure Ruth is eating well, taking her medicine, and happy. Ruth said she is well but worried about her future.

I hope all of you are doing well as you finish up your very important first-grade year. Feel free to e-mail anytime, and I hope you all have safe and happy summers.

Best wishes,

Kara Spak

Staff writer, Daily Herald

Figure 3. *An email exchange between three concerned students and a local journalist.*

characteristics of communities of practice hold immediate benefit for teachers, children, and primary classrooms?

Language is not just a means of communicating content; it is a student's most likely means of accumulating knowledge and sharing it or combining it with personal experience to formulate a personal world view. And, as Wells (1999) points out, we construct not only our view of the world, but also our view of ourselves, our values, and our identities through the various groups and discourses in which we engage. We have learned that when primary classrooms open up social learning space and encourage collective use of the

available multimodal tools of the classroom culture, children and teachers transform and, in the process, transform the very culture of the classroom itself. We watched children take on agency regarding social issues because of the resources Mary put in front of them; these resources resulted from her own knowledge and identity transformations, her new definitions of education, and her role in the teaching/learning process. Teachers and children need communities of practice—groups that stay together, defining their goals, refining their tools, and constructing social practices that promote knowing through participation. Communities of practice, however, do not always develop easily, nor do they remain free of growing pains once they are established. Wenger (1998) reminds us that “the kind of coherence that transforms mutual engagement into a community of practice takes work” (p. 74). And, as in any social endeavor, member contributions and knowledge may not be equally valued. However, if Mary and her first-graders are a dependable example, communities of practice are worth the effort.

The technology experiences discussed in this article raise questions regarding the role of the teacher in promoting a particular kind of digital access and use. Smolin and Lawless (2003) discuss a paradigm shift that teachers must make in order to access the power of digital literacy and new technologies. They suggest that teachers who layer technologies on top of a traditional, skill-based curriculum, using these tools for isolated work, are merely replicating what is usually done with books and paper. While primary classrooms must continue to nurture print-based reading and writing, they must also embrace an expanded vision that provides students with opportunities to capitalize on the incredible explosion of resources and tools characteristic of the current literate world. Our work suggests that such a complex undertaking requires professional communities to support the construction of a knowledge base that can translate into effective instructional decisions.

Finally, we have come to realize that engaging in critical reflection of our own teaching practices in a context of critical literacy has helped us understand that teachers of very young children can organize their classrooms to promote a more critical lens on language use. We now believe that this is not just a possibility—it is an obligation.

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Technology Resources for Children

- Kidpix Deluxe 3 from Broderbund
- Kidpix Studio Deluxe, from Broderbund
- Kidspiration 2 from Inspiration Software at www.inspiration.com

Technology Resources for Teachers

- Accelerated Reader from Renaissance Learning at <http://www.renlearn.com>
- NCTE at www.ncte.org
- Questia (on-line library) at www.questia.com
- Reading Counts. From Scholastic at www.scholastic.com

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